

# **Delaware Department of Education Career & Technical Education**

## **Work-Based Learning Policies and Procedures**

Academic Support Team

Career & Technical Education and STEM Office



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## SECTION I—INTRODUCTION

### Delaware Career & Technical Education Vision, Mission, and Core Values

The Delaware Department of Education (DDOE) is committed to serving every student and ensuring that all children are career and college ready. This expectation has shaped extensive school reform, including the alignment of academic and technical instruction within a comprehensive model of Career and Technical Education (CTE) that reflects the needs of our economy and creates a systemic process for career preparation. This document will serve as a guide to support the implementation of high quality CTE programs of study across Delaware’s secondary and post-secondary education system.

#### Vision

Every learner ready for success in college, career, and life.

#### Mission

To empower every learner with the highest quality education through shared leadership, innovative practices, and exemplary services.

#### *Delaware Department of Education Career & Technical Education Core Values*

**Value & Responsibility** – we strive to continuously improve all aspects of our work and create value for our customers, stakeholders, and students.

**Shared Leadership & Accountability** – we model leadership by taking actions that are ethical and reasonable to create shared accountability amongst stakeholders.

**Collaboration & Expectation** – we value the input and contribution of all stakeholders and work collaboratively to exceed expectations.

**Communication & Public Responsibility** – we communicate through clear and concise methods to engage the public and accelerate our work.

#### ***Career & Technical Education Theory of Action***

**If** students participate in Career & Technical Education programs that are driven by the economy, developed in partnership with relevant stakeholders, provide early career and college experiences, as well as connect academic and career success measures...

**then** students will engage in learning to master academic, technical, and career skills that prepare them for high school graduation, post-secondary education, and competitive employment in high skill, high wage, high demand careers.

The Delaware Department of Education's Academic Support team has defined a model of career preparation that includes a state-led effort in Career and Technical Education (CTE) and the development of statewide CTE programs of study in demand-driven occupations. Each CTE program of study seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensures that every child has the opportunity to continue their education and seek career success. This work is guided by three key principles and the belief that CTE programs of study:

**1. Prepare students for career success and post-secondary education.**

The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and post-secondary levels by creating multiple entry and exit points for students to pursue a career and continue their education. Students who complete a CTE program of study have the opportunity to earn an industry recognized credential and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

**2. Align with workforce needs and are developed in partnership with relevant stakeholders.**

A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that students and adults can move efficiently into employment. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career preparation system and to guide the development and implementation of CTE programs of study that are responsive to the changing workforce needs. CTE programs of study establish a direct link between the public education system, post-secondary education, and changes in regional employment demand and supply.

**3. Improve student achievement by connecting academic and career success measures.**

Programs of study measure student achievement in academic and technical areas and promote employability skills. They produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and post-secondary levels that relates to a student's career aspirations. Further, CTE programs of study provide a context for students to apply knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. The DDOE, local education agencies, and post-secondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes career and college ready.

## The Career Pathway System

The *Career Pathway System* represents the alignment of rigorous and high-quality education, training, and support services for students and adults to accelerate their education and career goals, demonstrate success in a full range of secondary and post-secondary education options, and pursue a meaningful career within a state or regional economy. Workforce development efforts within the *Career Pathway System* are anchored in the analysis of labor market information for demand-driven occupations, the use of evidence-based education and workforce development practices, and sector partnerships that connect employers, educational institutions, and services providers.

In Delaware, the *Career Pathway System* begins in the public education system through the development and implementation of CTE programs of study and continues through adult education and occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. CTE programs of study interconnect with the *Career Pathway System* by aligning secondary and post-secondary education programs that concurrently pair rigorous academics with workforce education within the context of a specific occupation or occupational cluster. This includes opportunities for students to participate in career counseling and defined work-based learning experiences that engage employers. These activities help students and adults to achieve their education and career goals as well as enter or advance in a career.

Delaware CTE programs of study are an essential component of Delaware's workforce development system. As such, the DDOE employs the following graphic to illustrate a comprehensive model of workforce development that provides students with multiple entry and exit points to successfully pursue a career and continue their education. Students who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program.



Source: Adapted from Pathways to Prosperity, 2014 & Tennessee Department of Education, 2015



## The Career Clusters Framework®

The [\*Career Clusters Framework\*](#)® is an occupational coding structure that classifies CTE programs of study under a hierarchy of related career areas called *Career Clusters* and more specific occupational groupings called *Career Pathways*. The framework groups occupations into related areas that represent a segment of the economy and define the technical and academic skills required for career success. These expectations help to group occupation specific education and training programs into *Career Pathways* and assist states and local education agencies (LEAs) to work with partnering institutions of higher education to develop *programs of study* or aligned educational programs that bridge secondary and post-secondary instruction. *Programs of study* help students to discover their career interests and choose an educational path that leads to success in high school, opportunities for post-secondary education, and employment. For the list of all *Career Clusters* and their related *Career Pathways* please visit the [Advance CTE](#) website.

The DDOE is committed to assisting LEAs and post-secondary institutions with the development, implementation, and continuous improvement of CTE *programs of study* that contribute to Delaware's economic development efforts and are in alignment with the state and regional workforce needs. As such, the *Career Clusters Framework*® provides a hierarchy to classify CTE *programs of study* and benchmark student outcome data to close achievement gaps. Additionally, the framework helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connecting students to continuing education and a career.

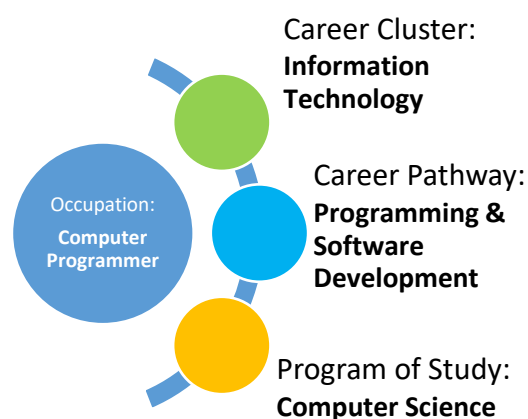
### Career Clusters

*Career Clusters* are broad occupational groupings that define a set of common knowledge and skills required to be successful in a career area. Delaware has adopted the Career Clusters Framework® which helps to connect academic, technical, and employability skills within an occupational framework that is industry-focused, student-centered, and performance-driven. Each Delaware CTE program of study is structured within one of the sixteen (16) career clusters and leads to employment and post-secondary education. For more information on knowledge and skill statements specific to each Career Cluster, please visit the [Advance CTE](#) website.



*Career Pathways* represent the alignment of education and training programs for a specific occupation or occupational cluster and help students advance through higher levels of education and employment. *Career Pathways* begin in the public education system through the development and implementation of CTE programs of study and continue through adult education and occupational training programs. This includes opportunities for students to participate in career counseling and defined work-based learning experiences that engage employers. These activities help students to achieve their education and career goals as well as enter or advance in a career. *Career Pathways* are grouped around core knowledge and skills needed for career success and are used to develop and/or align curriculum, assessments, and instructional supports. Each Delaware CTE *program of study* is structured within a *Career Pathway* to connect education programs to a specific set of occupations.

*Programs of Study* provide a structured approach for delivering academic and career & technical education (CTE) through an aligned sequence of courses that build on each other through secondary and post-secondary instruction. Students who complete a CTE *program of study* will participate in meaningful work-based learning experiences through career awareness, exploration, and immersion activities related to the students chosen Career Pathway. Students will also attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins) calls for states to offer CTE *programs of study* which may be developed or adopted by LEAs and post-secondary institutions as an option for students to plan and complete future coursework. All eligible recipients of Perkins (LEAs and post-secondary institutions) are required to offer at least one CTE *program of study*.



Delaware Administrative Code [\[14 DE Admin. Code 505\]](#) requires that a public school student be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits including three (3) credits in a Career Pathway. A Delaware Career Pathway is defined as three credits of planned and sequential courses designed to develop knowledge and skills in a particular career or academic area. In this instance, the term Career Pathway is applied generally and refers to any sequence of courses where a LEA or Charter School Board has established policies concerning the purpose, content, development, and approval of such Career Pathway [\[14 DE Admin. Code 505 6.0\]](#). Students who complete the secondary portion of a state approved CTE *program of study* have met the Delaware Career Pathway requirement for high school graduation.

*Work-Based Learning* experiences begin with CTE middle school career awareness and exploration activities to guide students' understanding of careers related to their strengths, interests, and goals. These activities continue through secondary CTE programs of study and culminate in career immersion experiences that provide students with authentic work experiences to demonstrate academic and technical knowledge and skills and further refine those skills in the marketplace. Delaware's programs

of study offer a full range of activities from career awareness through immersion related to the state's career pathway system.

*Student Success Plans* encompass a minimum of six years (8<sup>th</sup> through 12<sup>th</sup> grade and one-year beyond high school) and provide students with an opportunity to set education and career goals based on their academic and career interests [\[14 DE Admin. Code 507\]](#). The student success plan (SSP) represents a fluid, yet sequential plan that is benchmarked to the interests and needs of a student. The plan connects students with the larger community and is guided by an advisement process that includes school staff, parents and/or guardians/caregivers, and career coaches or mentors.

### Work-Based Learning Overview

Work-based learning (WBL) is a progressive approach to bridging the work-skills gap between school and high-demand, high-skill careers in Delaware. Through structured employer engagement in workplace settings, students build on their classroom-based instruction by developing and strengthening technical skills and employability skills in preparation for their future careers. Work-based learning experiences are an integral part of a CTE program of study and represent a continuum of opportunities that prepare students for post-secondary education and careers.

Delaware purposefully integrates WBL through the Delaware Pathways initiative. Delaware Pathways link education and workforce development efforts for youth and establish a statewide workforce intermediary through the Delaware Technical Community College's Office of Work-Based Learning whose purpose is to better connect students and employers and place secondary and post-secondary students in meaningful work experiences. Successful work-based learning experiences require a diverse network of committed employer and community partners including, but not limited to, state agencies, non-profit organizations, non-governmental organizations (NGOs), for-profit and private sector companies, and community-based organizations (CBOs).

**Work-Based Learning Activities** begin as early as elementary school and continue through post-secondary education. Experiences align with student interest and provide exposure to professional work settings and expectations. Student contributions and work products are evaluated by professional standards, and students hone their skills through constructive feedback from workplace supervisors, employees, and clients. WBL experiences culminate with career immersion, or worksite placements and provide youth with the opportunity to earn both high school and post-secondary credit upon successful completion of their career immersion experience.

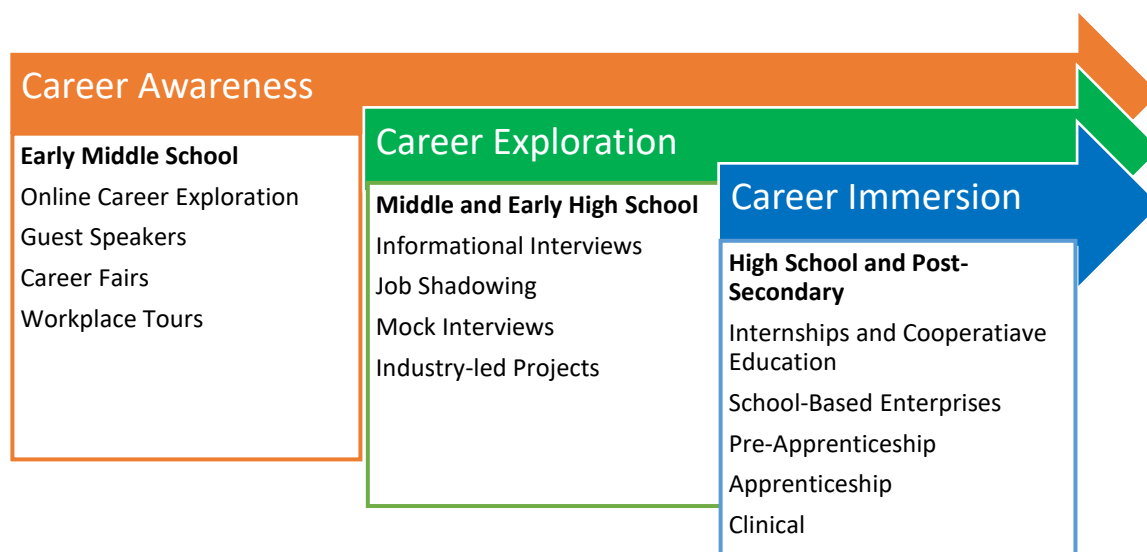
Multiple possibilities exist for connecting world languages with WBL experiences. World languages are considered career and workplace skills that require students be regularly exposed to purposeful use of immersion languages through cognitively and linguistically challenging applications. Work-based learning staff are encouraged to place students in career experiences that align with their immersion language. For example, students from the Spanish Immersion program, concentrating in the Health Sciences pathway, would be placed in a clinical experience where their Spanish-language skills would be utilized the context of a professional work environment.

**The Work-Based Learning Continuum** represents a sequence of activities that starts with career awareness and exploration activities and progresses into more in-depth, immersion experiences that include opportunities for hands-on learning through direct employer engagement in the workplace. WBL also includes expanding teachers' knowledge of the employers in their region and the careers that might be available to their students.

*Career awareness* activities help students learn about a variety of careers, the education and training required for those careers, and the typical pathways for career entry and advancement. Career awareness activities expose students to a wide range of occupations in the private, public, and non-profit sectors.

*Career exploration* activities help students learn about the skills needed for specific careers by observing and interacting with employees in the workplace. As a next step after career awareness, career exploration activities are focused on specific careers in which students are interested.

*Career immersion* activities integrate career and academic skills acquired in the classroom with skills and knowledge acquired in the workplace. These experiences reinforce employability and work readiness skills and the understanding and application of school-based learning to specific careers. Students use these activities to help make decisions about future education and training options.



**Delaware Pathways** is a vehicle to ensure all students have the opportunity to fulfill their educational goals and career aspirations. Career pathways begin in the public education system through the development and implementation of CTE programs of study. The Delaware Pathways initiative engages a working group of leaders from state agencies, post-secondary institutions, nonprofits, and the business community.

Delaware Pathways allow students to explore their career interests, evaluate their career options, and gain real-world skills and work experience throughout their education. Further, students are transfer and apply their knowledge across industry sectors as their career interests evolve. Delaware Pathways help students discover their talents and develop technical skills resulting in accelerated student achievement and reduced barriers related to continuing education and career entrance. To carry out this work, the Delaware Pathways initiative is organized around five core priorities:

### Delaware Pathways Mission Statement

**Increase the number of Delawareans who continue their education and enter the labor market in a demand-driven occupation with work experience and an industry-recognized certificate, license, or credential through the alignment of secondary and post-secondary educational programs and a network of engaged employers.**

1. Build a comprehensive system of career preparation that aligns with the state and regional economies;
2. Scale and sustain meaningful work-based learning experiences;
3. Integrate Delaware's education and workforce development efforts and data systems;
4. Coordinate financial support for Delaware Pathways; and
5. Engage employers, educators, and service providers to support Delaware Pathways.

***The Office of Work-Based Learning*** (OWBL) serves as an employer intermediary in support of local education agencies, business, and industry partners to help scale work-based learning experiences for all Delaware students. The OWBL collaborates with school districts to create and promote a continuum of WBL opportunities and provide support to employers by building capacity to on-board young talent into the workforce. The OWBL was established under the Delaware Pathways Strategic Plan and launched as a part of Delaware Technical Community College. To learn more about the OWBL, please visit the [Delaware Pathways - OWBL](#) website (see [Appendix A](#)).

### Work-Based Learning Activities

Career awareness, exploration, and immersion activities make up the WBL continuum of experiences. Each phase in the continuum is designed to provide students with structured employer engagement opportunities, often in workplace settings, and to reinforce and build on classroom-based instruction. Academic, technical, and employability skills are developed and strengthened in preparation for future careers. The following provides a broad overview of the types of WBL activities found in each phase of the WBL continuum. Please visit the [Delaware Pathways - OWBL](#) website (see [Appendix A](#)) to learn more.

#### *Career Awareness*

Career awareness activities help students to become more aware of career options and the world of work. These typically occur in elementary and middle school settings and allow students to engage with guest speakers, participate in career fairs, visit local businesses, and explore career options through online platforms. Examples of common career awareness activities include:

Online career exploration allows workplace professionals to share information about their industry, their careers, and the required education to pursue their chosen profession. Information pertaining to the type of work, particular skills, specialized knowledge, and recommended experiences is compiled and posted online to:

- Promote academic, technical, and employability skills by promoting identified high-skill, high-demand careers for Delaware's growing economy;
- Expose students to a breadth of careers, jobs, companies, and career pathways, which are available locally and statewide; and
- Encourage students to learn more about their interests by exploring the jobs and skills through research and review.

Guest speakers bring workplace professionals to the classroom or allow employers to connect with students to share expertise and personal experience to:

- Expose students to a breadth of careers, jobs, companies, and work environments;
- Share information and expectations of a professional workplace (e.g., dress code, work ethic, performance);
- Encourage students to learn more by exploring the jobs and skills in an industry of interest; and
- Encourage students to ask questions and to learn more about technical and employability skills needed for different careers.

Career fairs encourage workplace professionals to highlight careers, career paths, and employability skills. Employers often bring equipment or other hands-on activities to an exhibit space, set up interactive booths or displays, and engage with students to:

- Expose students to a breadth of careers, jobs, companies, and work environments;
- Enable students to practice key professional networking skills (e.g., professional dress, greetings, personal introductions, maintaining a conversation with professionals);
- Share information and expectations of a professional workplace (e.g., dress code, work ethic, work performance); and
- Encourage students to further explore careers through potential work-based learning engagements that will immerse them in various professional workplaces.

Workplace tours allow classes or small groups of students to visit worksites. These tours are supervised and designed for students to learn about various jobs, equipment, and skills needed for a particular profession. Students learn about the company, as well as interact with employees and observe the work performed by people in those jobs to:

- Expose students to a breadth of jobs within a company, multiple departments, and work functions;
- Enable students to practice key professional networking skills (e.g., professional dress, greetings, personal introductions, maintaining a conversation with professionals);
- Introduce students to a company's values, objectives, and culture;
- Set expectations for the workplace (e.g., dress code, work ethic, respect) while modeling these expectations; and

- Encourage students to increase their knowledge base by engaging in meaningful conversations with employees and asking questions relevant to their job.

### *Career Exploration*

Students participate in active, shared engagement opportunities through career exploration activities such as job shadowing, industry-facilitated team or classroom projects, and one-on-one interviews with employers. Career exploration activities generally occur in late middle and early high school. Examples of common career exploration activities include:

Informational interviews provide the forum for a structured conversation conducted between one or more employees and a student. Interviews may be conducted in person, by phone, or by web video to:

- Encourage students to inquire more deeply about their own career interests and experiences;
- Allow students to practice and improve their professional communication and networking skills; and
- Provide valued information about the position and the academic and career paths and experiences needed to qualify for hire.

Job shadowing allows small groups of students to visit the workplace to observe actual work processes and employee discussions on work assignments and directives. Students rotate through two or more worksites while shadowing the company to:

- Introduce students to a few jobs within the company or department and the work functions each perform;
- Provide an engaging activity or challenge to help students understand the decisions/work functions of a team or department;
- Provide time for students to discuss and debrief their observations of various work functions, interpersonal communications, and workplace challenges and norms; and
- Encourage students to talk with multiple employees and ask questions about career paths, educational requirements, and job functions.

Mock interviews provide the forum for a simulated employment interview conducted between a student and a workplace professional. Conversations may be conducted in person, by phone, or web video; however, preference is an in-person interview to:

- Provide repetition to improve students' comfort level in holding professional conversations, openly discussing their interests and abilities, and answering impromptu questions; and
- Provide actionable feedback to help students improve their interview skills and professional etiquette.

Industry-led projects provide the opportunity for workplace professionals to collaborate with educators to design a project related to their work and responsibilities. During the project, students collect information, model decision-making or creative processes, design and weigh feasible solutions, and present their findings through oral and visual means to:

- Challenge students to think deeply about an issue or opportunity related to the workplace;
- Encourage students to talk with multiple workplace professionals to share their ideas and seek critical feedback; and

- Reinforce employability skills like collaboration, communication, and critical thinking to resolve the challenge.

### *Career Immersion*

Work-based learning students placed in a WBL immersion experience for credit must be assigned to a trained CTE teacher or WBL coordinator (hereto referred to as WBL staff or authorized WBL staff) in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)). Specific requirements pertaining to attaining authorized status are found in the [Responsibilities](#) section. It is the responsibility of WBL staff to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data. Work placement requirements are outlined in [Section II](#).

Students are immersed into specific worksites related to their chosen CTE program of study through structured opportunities and direct engagement with employers through internship or cooperative education experiences, school-based enterprises, pre-apprenticeship, apprenticeship, and clinical experiences. Career immersion activities provide for ongoing exposure to various company worksites and relevant workplace assignments intended to demonstrate and advance academic, technical and employability skills, and workplace professionalism. Career immersion activities generally occur when a student is a high school rising senior or older in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)). Examples of common career immersion activities include:

Internships and cooperative education may be completed during the school term or during the summer and may allow the student to gain credit toward graduation. Students earn credit for their internship or cooperative education experience through the [work-based learning practicum](#) course. While internships and cooperative education experience share similar structure and objectives, labor regulations governing these experiences may differ. Employers interview and hire students for the duration of an internship or cooperative education experience. The length and depth of the hiring placement must provide ample time and opportunity for the student and employer to advance student skill sets, while participating in meaningful work assignments, duties, and experiences. Students routinely participate in activities that expand their knowledge beyond the functions of basic, entry-level employment. Employers routinely evaluate and provide feedback to students related to their academic, technical, and employability skills. Employers provide feedback to the sponsoring school, school district, non-profit, or community based organization related to the student placement, methods of support, and any on-going technical assistance that is required to further support the student to:

- Assign meaningful work that is valued by company and demonstrates technical and employability skills;
- Provide students the opportunity to be active learners and producers of knowledge;
- Provide valuable work skills and experiences to enhance short- and long-term career goals; and
- Provide opportunities to demonstrate professionalism in an authentic work environment.

School-based enterprises (SBE) are entrepreneurial operations managed and operated by students. SBEs are businesses housed in a school setting which provide actual goods and/or services to meet the needs of the market. These businesses integrate academic content and an opportunity to build management, supervision and leadership skills. SBEs may be layered on top of existing school



enterprises. Monetary compensation for students is an expected component of these experiences. Employers engage with students by serving as mentors, providing technical expertise, and support for student-led projects through professional advisement to:

- Create a hands-on learning experience in a controlled environment;
- Provide valuable work skills and experiences to enhance short- and long-term career goals; and
- Provide opportunities to demonstrate professionalism in an entrepreneurial environment.

Pre-apprenticeship programs are designed to prepare students to succeed in an apprenticeship program. Students who complete a pre-apprenticeship program are able to enter an apprenticeship program at an advanced stage or pay grade. A quality pre-apprenticeship program is one that incorporates: industry-recognized curriculum and training standards; strong recruitment strategies that address barriers to participation; access to appropriate support services; formalized connections with one or more apprenticeship programs, and hands-on training. Pre-apprenticeship programs may provide opportunities for students to earn wages. Employers interview and hire students for the duration of the pre-apprenticeship to:

- Prepare participants to meet the basic qualifications for entry into one or more apprenticeship programs; and
- Provide opportunities to demonstrate skills advancement and reward skills gains.

Apprenticeship programs are flexible, paid training experiences that combines job-related technical instruction with structured on-the-job learning experiences. Apprenticeships can include registered programs with the United States Department of Labor, company-specific programs administrated by a business, and industry-specific programs administrated by a post-secondary institution in partnership with one or more companies. Employers interview and hire students for the duration of the apprenticeship. The length and depth of the placement provides opportunity for the student and employer to advance the student's skills sets, while participating in meaningful work assignments, duties, and experiences. Students routinely participate in activities beyond the functions of basic, entry-level employment to:

- Promote students into high-skill, high-demand career fields through customized training programs;
- Incentivize students to remain in these career fields through graduated pay and industry recognized credentials; and
- Provide opportunities to demonstrate technical skills proficiency and advancement along a specific career path.

Clinical experiences are work-based placements in the health science area through which students gain academic and occupational skills from school or employee instructors who supervise and evaluate their work. A clinical experience can be completed during the school term or during the summer and may allow the intern to gain credit toward graduation. Students successfully completing a clinical experience program may qualify for industry certification and/or receive credits that may be applied toward a professional degree. Placements are dependent on the student's goals and their aligned CTE Program of Study to:

- Assign meaningful rotational placements and assigned work that allows students to demonstrate academic and technical skills to real situations;

- Provide valuable work skills and experiences to enhance short- and long-term career goals; and
- Provide opportunities to demonstrate professionalism in a high-stakes environment.

## SECTION II – WORK-BASED LEARNING POLICY

### Career & Technical Education Work-Based Learning Policy Overview

The Delaware Department of Education (DDOE) has developed the following general and implementation work-based learning (WBL) guidance in conjunction with Delaware Technical Community College's Office of Work-Based Learning (OWBL), employers, LEAs, and other WBL stakeholders. Local Education Agencies (LEAs) are encouraged to use this guidance to assist with the planning, design, implementation, and sustainability of WBL career immersion experiences and programming. Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Post-secondary Program Administrator (see [Appendix B](#)) for technical assistance.

### General Policies for Work-Based Learning

Work-based learning general policies clarify the context and requirements for WBL in Delaware secondary school systems. These policies serve to ensure consistency across the state and define the logistical requirements for credit-bearing WBL experiences, as defined by the DDOE.

#### Student Success Plan and Credit Requirements

Credit-bearing WBL experiences and training must be in congruence with the student's career and technical education (CTE) program of study (POS) and student success plan (SSP) [\[14 DE Admin. Code 507\]](#) (see [Appendix A](#)). Credit-bearing WBL experiences must equate to at least one full-time equivalent credit, meet the standards of the Work-Based Learning Practicum (WBLP) course, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's post-secondary and career goals. Participating students must be on track to meet the requirements for graduation.

Students apply knowledge and skills acquired in a CTE POS through the Work-Based Learning Practicum (WBLP) course which includes mastery of course content knowledge and skills, as well as a WBL immersion experience. Students are eligible to earn credit in this course and may enroll concurrently, or upon completion, of the designated CTE Program of Study completer course (see [Appendix A](#)).

#### Access, Attendance, and Restrictions on Hours

Minimum requirements for student access to and participation in WBL immersion experiences follow:

1. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with, any WBL program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief in accordance with the [DDOE Non-Discrimination Policy](#) (see [Appendix A](#)).

2. Students must exhibit prior learning standards as presented in the DDOE [WBLP course application](#) (see [Appendix A](#)) and [Preparation for Credit-Bearing WBL Immersive Experiences](#) policies before being placed in a WBL immersion experience for credit.
3. The local education agency (LEA) has the authority to allow credit-bearing experiences that occur outside the school day or over the summer to best meet the needs of their students and teachers, provided that all WBL course standards and program requirements are met.
4. Time spent in a credit-bearing WBL immersion placement may be considered school enrollment time, provided the student is completing all program and graduation requirements in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) and [\[14 DE Admin. Code 505\]](#) (see [Appendix A](#)). The time of day attributed to the WBL immersion experience is immaterial (e.g., 1 p.m. - 3 p.m. will be treated the same as 7 p.m. - 9 p.m.)
5. Students who are being placed in a WBL immersion experience for credit must be assigned to authorized WBL staff in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)) to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data.
6. Students must maintain an attendance rate of 85% in school and in the WBL immersion placement for the duration of the WBL experience, unless otherwise agreed upon in the signed WBL Training Agreement. Individualized Education Programs (IEP) should also address work-based learning attendance expectations where necessary.
7. Immersive WBL experiences shall not be detrimental to students' health, well-being, or progress in school. Work hours shall be monitored by trained WBL staff to ensure the best interests of the student and shall align with all requirements of the [Delaware Child Labor Act \(see Appendix A\)](#). (Note: Current Delaware code language supersedes this policy guide, as applicable.) Specifically, students must be in compliance with Delaware Labor Law [\[19, § 507, Subsections c-e\]](#):
  - (c) A minor under 18 years of age shall not spend more than 12 hours in a combination of school hours and work hours per day.
  - (d) A minor under 18 years of age shall have at least 8 consecutive hours of non-work, non-school time each 24-hour day.
  - (e) A minor under 18 years of age shall not be employed or permitted to work more than 5 hours continuously without a nonworking period of at least one half-hour.
8. Supervision of students with IEPs shall be considered along a continuum of services.

#### Credit and Compensation

Practices for awarding student credit and compensation follow:

1. Students who are rising seniors or current seniors and have completed a CTE career pathway or are currently enrolled in the CTE Program of Study completer course may participate in WBL immersion placements for credit. Up to two academic WBL credits may be earned per academic year.
2. If the student employee is being paid, the workplace supervisor will compensate the student in conformity with federal, state, and local laws and regulations, and in a manner not resulting in exploitation of the student learner for private gain (Fair Labor Standards Act [29 U.S.C. § 201 et seq.], Delaware title 19 § 507).

3. No student shall be paid a wage at a rate less than the rate at which a student employee of the opposite sex in the same establishment is paid for equal work on a job the performance of which requires equal skill, effort and responsibility, and which is performed under similar working conditions (DE title 19 § 1107A).

#### Workers' Compensation and Labor Laws

Federal and state workers' compensation and labor law guidance follow:

1. WBL immersion placements shall align with all applicable state and federal labor laws. Trained WBL staff in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)) are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws as they are provided on the Delaware Department of Labor's Division of Industrial Affairs [website](#) (see [Appendix A](#)). Applicable national and state labor laws include, but are not limited to:
  - a. Employment of Illegal Aliens Act (8 U.S. Code § 1324a.);
  - b. Child Labor Act (29 U.S. Code § 212.);
  - c. Clean Indoor Air Act (16 Delaware Code, Section 2903); and
  - d. Fair Labor Standards Act, minimum wage (29 U.S. Code § 206.)
2. Students participating in WBL immersion placements for credit, are 16 years of age or older, and are considered an employee by their placement employer are covered by their employer's workers' compensation insurance. If the business has five (5) or fewer employees and does not carry workers' compensation, the district or student must obtain or provide proof of additional insurance coverage to protect them during their employment. Authorized WBL staff must have this insurance information on file at the school.

#### Safety

Guidance for providing students with a healthy and safe work environment follow:

1. Student placements must provide adequate and safe equipment and a safe and healthy workplace in conformity with all health and safety standards of federal and state law. All placements must follow federal and state child labor laws as well as OSHA requirements. .
2. Students who are participating in WBL immersion placements for credit, are 16 years of age or older, and are considered an employee by their placement employer, should maintain an up-to-date Safety Training Log that is on file with the school and is accessible to WBL staff and the student. Completed logs must be maintained by the district for five (5) years after general WBL immersion placement..
3. WBL immersion placements that may present additional safety concerns or have highly specialized requirements (e.g., health science, construction, advanced manufacturing, or transportation industry sectors) must have participation from a certified CTE teacher to provide adequate input on the following required WBL components:
  - a. the identification of safe work sites;
  - b. the approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise;

- c. any Hazardous Occupation placements (as outlined in the Fair Labor Standards Act [29 U.S.C. § 201 et seq.] and Delaware title 19 § 507);
  - d. the development of appropriate safety training plans and their delivery;
  - e. the conducting of at least one site visit per marking period; and
  - f. the review of portfolio artifacts, as appropriate.
4. Employers of minors under 18 years of age must comply with Delaware labor law (title 19 § 507) and may not employ or permit minors to work in, about, or in connection with:
- a. Any occupation prohibited by the U.S. Department of Labor pursuant to the provisions of the Fair Labor Standards Act [29 U.S.C. § 201 et seq.];
  - b. Blast furnaces;
  - c. Docks or wharves, other than marinas where pleasure boats are sold or serviced;
  - d. Railroads;
  - e. The erection and/or repair of electrical wires;
  - f. Distilleries where alcoholic beverages are manufactured, bottled, labelled, wrapped or packaged;
  - g. The manufacturing of dangerous or toxic chemicals or compounds;
  - h. Any other occupation which the Secretary deems injurious to the health, safety, welfare or morals of the minor;
  - i. Any occupation as a pilot, firefighter or engineer on any vessel or boat engaged in commerce; or
  - j. Any occupation as a messenger for a telegraph, telephone or messenger company in the distribution, delivery, collection or transmission of goods or messages before 6:00 a.m. or after 10:00 p.m. of any day in any town or city having a population of over 20,000 persons.
5. The provisions as listed above shall not apply to a minor under 18 years of age who is enrolled in a work-study, student-learner, apprenticeship or similar program where the employment is an integral part of the course of study, and the employment is procured and supervised by the LEA or by a federal or state monitored apprenticeship program in accordance with Delaware Administrative Code [title 19 section 507]. In such instances, the Hazardous Employment of Student Learners must document student placements that meet these criteria. Completed forms must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements, when applicable.
6. A certified CTE teacher may assist with student monitoring and WBL immersion placement oversight as it relates to their specific CTE POS to ensure all program requirements are met. The teacher is not required to be the teacher of record if up to five (5) but no more than thirty (30) percent of a class are in workplace-based student placements, whichever number is higher.
7. Students may only work in a state licensed business for WBL immersive placements with the exceptions of certain agriculture placements or a school-based enterprise.
8. Students may not work in jobs in which blood-borne pathogens may be present unless they have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100 percent accuracy ([OSHA](#) Standards). Such placements must be aligned to the [K12 Teacher Academy](#) POS, and all DDOE-promoted [Health Science](#) POS (see [Appendix A](#)). (Note: This policy [does not apply](#) to students in the Animal Science program of study.)

Conformity with Collective Bargaining Agreements and Labor Laws at the Work Site  
Labor laws that clarify collective bargaining agreement rules and regulations follow:

1. WBL placements shall not be deemed to interfere with, impede or in any way diminish the right of employees to bargain collectively with their employers through representatives of their own choosing in order to establish wages or other conditions of work in excess of the minimum wage rate. (19 Del. C. 1953, § 913; 55 Del. Laws, c. 18, § 1.), (see [Appendix A](#)).
2. Students may not be placed in WBL immersion placements that displace any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits) as outlined in the [United States Department of Labor, Wage and Hour Division, Fact Sheet #71](#) (see Appendix A).
3. WBL placement shall not infringe upon prevailing wage laws (see Appendix A).

#### Documentation and Accountability

LEAs are subject to audit by the state auditor and the Delaware Department of Education to ensure compliance with WBL policies. Employers of students are subject to investigation for compliance with the following federal and state labor laws:

1. Districts and schools must track all student WBL immersion experiences for credit. This can include the collection and submission of student participatory data and program quality data, as requested through the WBL program. Collected data must be reported and attested in the CTE data management system for state and federal compliance.
2. A student, who is under 18 years of age, but no younger than 16 years of age, shall not engage as employee as part of their WBL immersion placement unless the employer possesses a verified and validated [employment certificate](#), as consistent with Delaware Labor Laws (title 19 § 504 (a) (see [Appendix A](#)). This includes:
  - a. The employer shall keep the certificate on file at all times for the duration of the placement in compliance with Delaware Labor Laws;
  - b. The superintendent of each school district or the superintendent's authorized designee and the Department of Labor shall issue work permits as prescribed by the Secretary. The person designated to do so by each superintendent shall be an employee employed by the school on a 12-month or complete calendar year basis; and
  - c. The age of a minor (under 18 years of age, but no younger than 16 years of age) shall be verified by a certified copy of a birth certificate, baptismal certificate (showing the date of birth), school record, passport, valid driver's license or any official government document attesting to the age of the minor.
3. A student, who is under 18 years of age, but no younger than 16 years of age, and is employed as a part of their WBL immersion placement, must be employed under a written Work-Based Learning Training Agreement. A copy of this completed form must be kept in the student employee's personnel file at the workplace, as well as in the student's school file for the duration of the placement. Completed forms must be maintained by the district for five (5) years after general WBL immersion placement or seven (7) years after health science clinical placements. A copy of this form is provided on the DDOE website (see [Appendix A](#)).

## Roles and Responsibilities for WBL Program Management

Guidelines for managing the WBL program at the school and program levels follow:

1. Authorized WBL staff may serve as the teacher of record for all credit-bearing, WBL immersion experiences and are subject to the requirements of the course standards and applicable student-teacher ratios in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)). Only properly trained WBL staff may offer the immersion-based WBLP course for credit.
2. Authorized WBL staff are responsible for ensuring the following requirements are met for all WBL immersion experiences for credit and may do so in collaboration with other instructors or administrators, as appropriate, to meet the needs of the student. WBL staff will:
  - Ensure immersion experiences are related to the student's POS and long-term career goals as defined in the student's SSP;
  - Ensure students have demonstrated readiness prior to the immersion experience, as defined by the prior learning standards and the requirements of the employer;
  - Ensure students are placed in appropriate and safe learning environments;
  - Supervise and monitor WBL immersion experiences adequately to ensure the safety and intended learning outcomes of the student;
  - Inform CTE POS teacher of progress and include in supervision and monitoring and assessment, as appropriate;
  - Provide and keep copies of all required documentation related to student work, safety training, and job placements as outlined in WBL policy;
  - Develop personalized goals and learning objectives with each student to facilitate progress toward long-term goals and career readiness;
  - Administer appropriate formative and summative assessments to gauge progress toward course standards, performance in the workplace; and
  - Administer program evaluation to ensure WBL program quality and to facilitate continuous improvement.
3. In order to be considered authorized WBL staff, the following requirements, including completing DDOE promoted training, must be met prior to assisting with, or overseeing, student WBL immersion placements :
  - Have a current and active Delaware teaching license;
  - Hold an appropriate endorsement related to the WBLP course to be taught; and
  - Comply with all WBL training requirements and applicable federal and state Child Labor Laws (see [Appendix A](#)).

## Implementation Policies for Work-Based Learning

The following policy guidelines clarify the DDOE's requirements for quality student WBL immersion placement experiences, learning expectations, and consistent program management for successful long-term student outcomes. The following outlines expectations prior to, during, and following the WBL immersion placement.

#### Preparation for Credit-Bearing WBL Immersive Experiences

Students must have access to career assessment, advising, and planning services, as well as a continuum of WBL experiences prior to placement in a WBL immersion experience. Students must also demonstrate workplace readiness in accordance to the standards identified through the WBLP course, prior learning achievements, and identified employer expectations.

#### Advisement, WBL Awareness, and Exploration Activities

Access to career assessment and counseling services prior to and during a WBL immersion experiences is essential to ensure the WBL immersion placement is aligned with student CTE POS academic and career goals as defined in the SSP. Career awareness and exploration experiences should also be defined and available prior to participation in a credit-bearing WBL immersion placement. Portfolio artifacts will document previous experiences and will include past experience reflection and the influence these experiences have had on post-secondary and career goals.

#### Demonstration of Prior Learning

Students must exhibit work readiness attitudes and skills as described by the prior learning standards outlined in the WBLP course. Readiness shall be assessed by the teacher and, as appropriate, the employer, before beginning a credit-bearing WBL immersion placement. Interviews and/or pre-assessments may also be used to determine a student's readiness for a placement.

#### During Immersive WBL Experiences

Students must have access to LEA provided safety training in addition to workplace specific training conducted at the worksite. Students will practice and enhance academic, technical, and employability skills when engaging with employers through the career immersion experience. Student safety and progress will be monitored and reported by both WBL staff and supervising employers.

#### Delivery of Safety Training

Students, who are participating in WBL immersion placements for credit, are 16 years of age or older, and are considered an employee by their placement employer, should maintain an up-to-date Safety Training Log that is on file with the school and is accessible to the authorized WBL staff and student. Completed logs must be maintained by the district for five (5) years after general WBL immersion placement or seven (7) years after health science clinical placements.

#### Safety Training at the Worksite

Students participating in credit-bearing WBL immersion experiences at a worksite should be provided with job specific safety training at the worksite by their supervisors (or employer identified staff member). Any provided worksite safety training experiences should be noted by students in their Safety Training Log.



### Skill Development and Demonstration

Students will demonstrate academic, technical, and employability skills and knowledge attainment through the development of WBL immersion placement artifacts that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The collection of artifacts can be presented as a portfolio to document a student's work experience.

### Monitoring of Experiences by WBL Staff

Worksite monitoring during WBL immersion placements must be provided by assigned, appropriately authorized WBL staff in accordance with Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)). A site visit must be conducted at least once every marking period. Supervision provided must be adequate to meet the needs of the students and their learning objectives. Authorized WBL staff must work with the worksite supervisor to ascertain progress toward learning objectives and any additional support needed to ensure a successful placement for the student and employer. A CTE teacher, specific to the student's CTE POS, must also conduct at least one site visit per term, when appropriate (see [Roles and Responsibilities for WBL Program Management](#)).

### Supervision by Workplace Supervisors

A workplace supervisor must be identified to supervise each student placed through a WBL immersion experience. Employers accepting more than one student placement will need to identify a primary workplace supervisor to facilitate communications with the authorized WBL staff. Supervision must be adequate to meet the needs of the students and their learning objectives.

### After the WBL Immersive Experience

Students progress will be documented and assessed through artifacts presented in a WBL portfolio. The DDOE will continuously monitor program quality in accordance with CTE programmatic policy.

### Portfolio Review and Student Assessment

Students will demonstrate academic, technical, and employability skills and knowledge attainment through the development of WBL immersion placement artifacts that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The collection of artifacts can be presented as a portfolio to document a student's work experience. The portfolio of artifacts should be used to document student achievement of WBLP course standards and learning objectives.

### Evaluation of Program Quality

WBL programs will be monitored as part of the Delaware Department of Education's five-year cycle to ensure continuous program improvement. The Delaware State Auditor and DDOE have the right to audit programs more frequently for compliance and quality, as needed.

## SECTION III – WORK-BASED LEARNING PROCEDURES

### Career & Technical Education Work-Based Learning Procedures Overview

The Delaware Department of Education (DDOE) offers both in-person and online professional learning opportunities for work-based learning (WBL) staff to build sustainable programs at the district and school levels. In addition, federal and state funding opportunities are available to support local education agency (LEA) WBL program planning, design, implementation, and sustainability. WBL Practicum (WBLP) course applications are submitted through the CTE Portal by November 30 of each year for implementation in the following school year. Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Post-secondary Program Administrator (see [Appendix B](#)) for technical assistance.

### Work-Based Learning Professional Learning

The Delaware Department of Education (DDOE) provides support to LEAs for the adoption of high-quality, consistent local WBL programming. To achieve this, the DDOE sponsors and supports an onboarding training approach that provides resources, online and in-person training, and assistance in the adoption of, and ongoing support of, high-quality WBL programs and student WBL immersion placement experiences across schools and districts. In addition to training content, advisement is available through the DDOE and a peer-support network provides professional development in a learning community format that enables LEAs to collaborate and share best practices.

### WBL Resources

The OWBL and DDOE make available a series of WBL documents to assist LEAs and employers with the development, implementation, and evaluation of WBL programming and student experiences. These forms are available in multiple formats for adoption or adaptation through the DDOE CTE WBL [website](#) (see [Appendix A](#)). LEAs are encouraged to contact the DDOE's Education Associate: Post-secondary Program Administrator (see [Appendix B](#)) for technical assistance.

### In-Person and Online Professional Learning

In-person and online training webinars and modules are updated annually and are made available to LEAs and WBL staff both face-to-face and through the DDOE learning management system (see [Appendix A](#)). Training content builds cumulatively and assists districts through a four-phase implementation process: pre-planning, design, implementation, and sustainability. Tools and resources are tailored to meet the needs of LEAs as they plan and implement WBL programs at a self-directed pace. At each stage, training content is accessible and team-based. Topics include, but are not limited to:

1. **WBL Program Pre-Planning** modules introduce successful WBL models, LEA requirements for running a WBL program, key decision-making prompts to design an implementation plan, and the alignment of the program to local employment needs and potential employer partnerships. Topics

- include, but are not limited to: Introduction to WBL, Creating a Local Implementation Plan; and Team Objective Setting
2. **WBL Program Design** modules provide planning assistance to ensure adequate resources and processes are in place (e.g., potential funding streams, educator training resources and requirements, program management expectations and tools). Topics include, but are not limited to: WBL Practicum Course and Portfolio, WBL Program Management Basics, WBL Policy Guide Introduction, and Calendar Action Plan.
  3. **WBL Implementation** support systems provide peer support and professional development, employer recruitment assistance through the OWBL, and educator training to deepen student learning. Topics include, but are not limited to: Employer Engagement, Reflection Writing for Portfolios, and Quarterly WBL meetings.
  4. **WBL Sustainability** supports enable streamlined program monitoring, ongoing peer mentoring, and access to advisement. Topics include, but are not limited to: Promising Practices, Monitoring and Demonstrating Program Outcomes, and Quarterly WBL meetings.

In addition to training content, advisement is available through the DDOE and a peer-support network provides professional development in a learning community format that enables LEAs to collaborate and share best practices.

#### Work-Based Learning Funding Overview

The Delaware Department of Education (DDOE) has developed [fiscal guidance](#) in accordance with the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) for Career and Technical Education (CTE) (see [Appendix A](#)). The following provides an overview of the use of both federal (Perkins) and state (509) funds to support the WBL programs. LEAs are encouraged to contact the DDOE's CTE & STEM policy advisor (see [Appendix B](#)) for technical assistance should staff wish to discuss the use of federal or state funds for WBL in alignment with CTE program of study development, implementation, and continuous improvement. Additional resources are also available through the Delaware Department of Education's CTE [Fiscal and Accountability Policies and Procedures](#) guidance document (see [Appendix A](#)).

#### Federal Career and Technical Education Funds (Perkins V)

Federal funds that support Career and Technical Education (CTE) are allocated through the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) to an eligible agency, i.e. Delaware State Board of Education, which delegates the distribution of funds to the DDOE. The state allotment determines the amount of funding each state will receive in a fiscal year. The majority of federal Perkins funds are used to support eligible recipients and institutions (LEAs and post-secondary institutions) through the within-state allocation that is defined in the [Delaware State Plan for Career and Technical Education](#) (see [Appendix A](#)). The state plan stipulates how the DDOE will allocate Perkins funds between state and local activities and the amount of funding that will be provided to secondary and post-secondary recipients. The state plan also represents an agreement between the state and the federal government to assure the administration of CTE programs is consistent with state goals, policies and objectives as well as the Perkins law.

Perkins funds must be used by eligible recipients and institutions to implement and improve CTE programs of study and to provide or improve service(s) to students and/or adults. Perkins V (see [Appendix A](#)) includes a formal definition of WBL which is referenced throughout the law, the state plan, and local application. Perkins V also includes participation in work-based learning as one option for states as they select their accountability indicators.

#### State Career and Technical Education Funds (509)

In 1970 the [125<sup>th</sup> General Assembly](#) (see [Appendix A](#)) provided funding for occupational-vocational (CTE) units with a multiplier of one (1), two (2), or three (3) times the amount of non-CTE units through [House Bill 509](#) (see [Appendix A](#)). State funds that support CTE are commonly referred to as “509” funds based on the title of this legislation.

Local education agencies meeting the provisions of the Perkins Act and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)) receive state “509” funds as part of the LEA’s annual allocation. In addition to meeting the requirements within the [Delaware State Plan for CTE](#) (see [Appendix A](#)), Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)). The Delaware unit system for funding schools is based on [Title 14, Chapter 17 of Delaware Code](#) (see [Appendix A](#)). LEAs implementing at least one state-approved POS receive state CTE funds based on September 30 enrollment and occupational-vocational unit (CTE) allotment. Delaware Code [\[14 Del. C. §1702\(a\)\]](#) requires that appropriations for the support, maintenance, and operation of Delaware schools fall under three (3) divisions:

1. Division I includes state appropriations designated for the purpose of paying salaries;
2. Division II includes state appropriations for all other school costs and energy, except those for debt service and the transportation of students; and
3. Division III includes state appropriations for educational advancement.

LEAs meeting the minimum requirements above will receive state “509” funding for the state-approved [work-based learning practicum](#) course (see [Appendix A](#)). For additional information regarding Division I, II, and III state appropriations, please reference the Delaware Department of Education’s CTE [Fiscal and Accountability Policies and Procedures](#) guidance for fiscal procedures (see [Appendix A](#)).

#### Competitive Grants

The DDOE Innovation Grant RFP is made available through federal Perkins funds according to the Delaware State Plan for CTE to support the development, implementation, and continuous improvement of CTE programs of study, including the planning, design, and implementation of WBL programs. The Innovation Grant award is supported through the Reserve Fund under the provisions of the Carl D. Perkins Act (see [Perkins Sections 112 and 135](#)). Grants are awarded to eligible recipients for the purpose of implementing and improving CTE programs of study. Approximately \$400,000 per year is awarded to secondary eligible recipients. The upper limit and number of final grant awards are based on the competitive nature of the RFP.

The Innovation Grant RFP is posted for public notice at the start of each academic year and must be submitted to the DDOE by the established deadline in mid-October. Due to the competitive nature of these grants, the deadline for applications will not be extended. Innovation Grant funds are awarded under one of four priority areas that are aligned with [Section 135](#) of the [Delaware State Plan for CTE](#) (see [Appendix A](#)). The three priority areas outlined in the Innovation Grant are to:

1. Support the implementation of new Delaware state-model CTE Programs of Study (POS);
2. Support for student equity and achievement in college and career coursework; and
3. Prepare students for career success and support CTE instructors, administrators, and counselors (e.g., WBL).

#### WBL Practicum (WBLP) Application

LEAs may adopt the Work-Based Learning Practicum (WBLP) course through the [CTE Portal](#) (see [Appendix A](#)). Applications are due November 30 each year for implementation in the following school year. LEAs wishing to apply for Work-Based Learning Practicum (WBLP) course approval must complete the following sections of the “Amendment” application through the [CTE Portal](#):

- **LEA Information** – Enter required district and school level information;
- **Rationale** – Provide a broad overview of the *district and school level WBL implementation plan* to include the WBLP standards and opportunities for students to participate in WBL immersion experiences, and
- **Documentation** – Upload completed WBLP course application as a PDF, download the Assurances template, obtain the required signatures, and upload the Assurances document as a PDF.

Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Post-secondary Program Administrator (see [Appendix B](#)) for assistance with the planning, development, implementation, or sustainability of WBL programs.

## APPENDIX A - URL REFERENCE LIST

*Update based on document edits*

Delaware Child Labor Laws: <https://dia.delawareworks.com/labor-law/child-labor.php>

Delaware Labor Laws (title 19)

## APPENDIX B – CTE CONTACT INFORMATION

DDOE Staff

## APPENDIX C – OWLB CONTACT INFORMATION



## APPENDIX D – WBL FORMS

